

# State Contexts for Developing Performance Metrics for the Higher Education Enterprise

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# Examples of State College Attainment Goals

1. **Indiana** – 60 percent of adults 25 to 64 with college degrees by 2025 (including certificates of value).
2. **Louisiana** – SREB average by 2025 among 25 to 64 Year olds.
3. **Kentucky** – national average among 25 to 44 year olds by 2020.
4. **Oregon** – 40% bachelor's, 40% associate and certificate, 20% high school among 25 to 64 year olds by 2025.
5. **Texas** – 60% college attainment by 2030 among 25 to 64 year olds.
6. **Massachusetts** – 66% college attainment among 25 to 64 year olds by 2025.
7. **Virginia** – 100,000 additional degrees by 2025

# STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education



## Statewide Performance Metrics

### College Readiness

Progress

- Readiness of Kentucky high school graduates who enter college
- GED® graduates
- New teacher excellence (top 15% nationally)

### Student Success

Progress

- Degrees and credentials conferred
- Graduation rates (bachelor's and associate)
- Graduation rate gaps of lower-income, underprepared, and underrepresented minority students
- State appropriations for public higher education
- Low-income students without grants

### Research, Economic, and Community Development

Progress

- Research and development funding
- Degrees and credentials in science, technology, engineering, mathematics, and health-related fields
- Educational attainment at the associate or higher degree level, ages 25-44

### Efficiency and Innovation

Progress

- Online learning
- Degree productivity

# PERFORMANCE METRICS

## Statewide

## Institution

## Region

<b>College Readiness</b>	Readiness of Kentucky high school graduates who enter college		Readiness of high school graduates in the region
	GED® graduates		College-going rate of high school graduates in the region
	New teacher excellence (top 15% nationally)	New teacher excellence (top 15% nationally)	
<b>Student Success</b>	Degrees and credentials conferred	Degrees and credentials conferred	
	Graduation rates (bachelor's and associate)	Graduation rates (bachelor's and associate)	
	Graduation rate gaps of underrepresented minority, low income, and less-prepared students	Graduation rate gaps of underrepresented minority, low income, and less-prepared students	
	State appropriations for public higher education	Transfer from KCTCS to four-year colleges and universities	
	State financial aid funding deficit	Net price for low-income students	
<b>Research, Economic and Community Development</b>	Research and development funding	Research and development funding	
	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	
	Educational attainment at the associate degree level and higher, ages 25-44		Educational attainment at the associate degree level and higher in the region, ages 25-44
<b>Efficiency and Innovation</b>	Online learning	Online learning	
	Degree productivity (degrees produced per funding/expenditures)	Credits earned by degree graduates	

For more information on this Strategic Agenda, visit [cpe.ky.gov](http://cpe.ky.gov)

# STRONGER by DEGREES

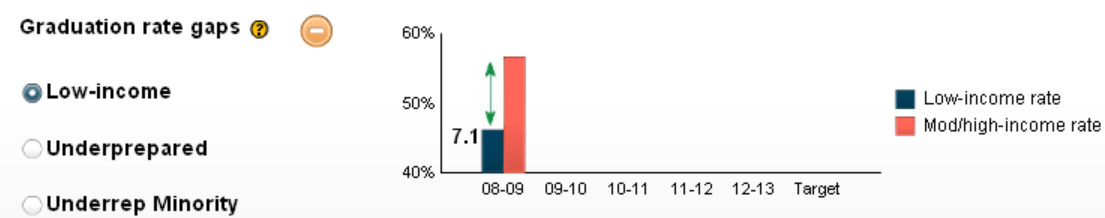
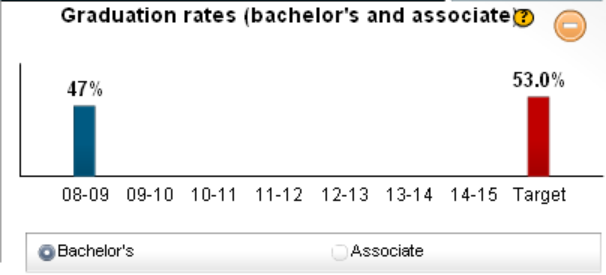
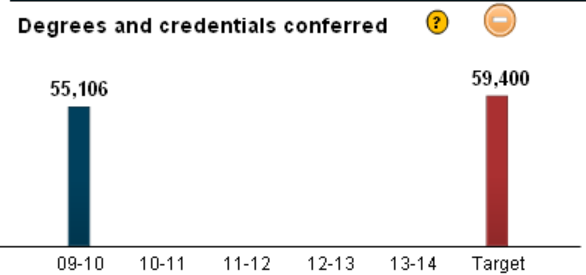
A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

Dashboard Home College Readiness Student Success Research, Economic & Comm Develop Efficiency and Innovation

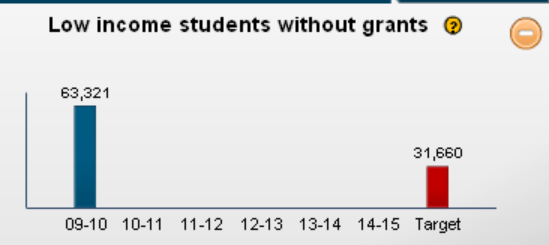
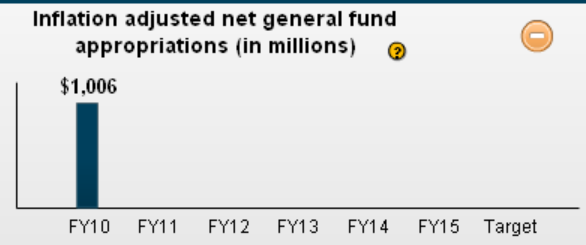
## Student Success

- Statewide Metrics
- Institutional Metrics
- Regional Metrics
- Scorecards
- Technical Guide
- Strategies
- Questions?

### Objective 4: Increase high-quality degree production, and completion rates at all levels. Strategies



### Objective 5: Decrease financial barriers to college access and completion. Strategies



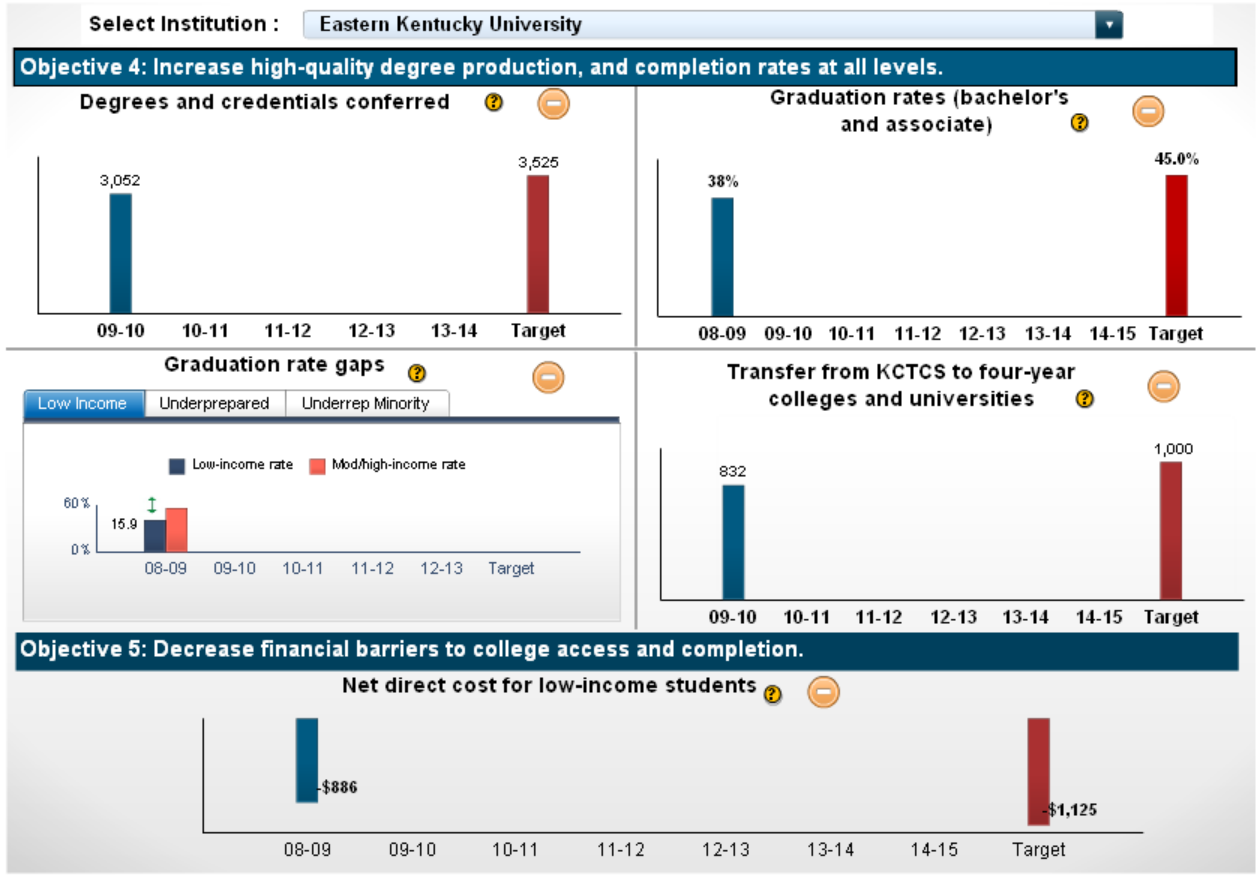
# STRONGER by DEGREES

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Dashboard Home College Readiness Student Success Research, Economic & Comm Develop Efficiency and Innovation

## Student Success

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# Tennessee

1. Increase number of associate and bachelor's degrees awarded 3.5 percent annually to 2025
2. Improve efficiency (time to degree, graduation rates) while also increasing overall production (number of degrees)
3. Target underserved students and undersupplied occupations
4. Improve quality of programs and services even as volume increases
5. Close gaps in the supply of graduates in high demand fields that require a postsecondary credential, particularly STEM



# Tennessee Funding Formula

## Outcomes Based Formula Model Data Definitions

Revised 11-04-11

Data		Definition	
University and Community College			
Student Progression	Number of students who reached or passed the 24, 48, or 72 cumulative end-of-term student credit hour benchmark for Universities (12, 24, or 36 for Community Colleges) during an academic year. Students passing multiple benchmarks in an academic year will be counted each time they pass a benchmark. For academic years up to and including 2009-10, outcomes are identified by adding a student's attempted credit hours from a given semester to their cumulative earned credit hours. Beginning with 2010-11 data, outcomes are identified by adding a student's earned credit hours to their cumulative earned credit hours.		
Transfers Out with 12 Hours	The number of students who transferred out to any public, private, or out-of-state institution in an academic year who had accumulated at least 12 earned student credit hours. Currently THEC has the ability to track transfer students to all public Tennessee institutions and some private Tennessee institutions. Beginning with the 2011-12 academic year, THEC will utilize data from the National Student Clearinghouse to track transfer students to out-of-state institutions as well. This outcome does not include students who accumulated 12 hours through dual enrollment programs and then enrolled at another institution. The number of credit hours accepted by the institution the student transfers to does not factor into this outcome.		
Degrees and Certificates per 100 FTE	The combined total of associate's and bachelor's degrees (associate's and certificates for community colleges) conferred during an academic year for every 100 year-round, end-of-term undergraduate FTE generated during the same academic year. Non-degree seeking students are included in undergraduate FTE.		



# Tennessee Funding Formula (Cont.)

University Only	
Bachelor's and Associate's	The combined total of bachelor's and associate's degrees conferred to undergraduate students during an academic year. APSU and TSU are the only universities that grant associate's degrees. Students earning multiple degrees in an academic year have each earned degree count as a separate outcome. Double majors do not count as two outcomes.
Master's / Ed Specialist Degrees	The combined total of master's and education specialist degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Doctoral / Law Degrees	The combined total of doctoral and law degrees conferred during an academic year. Does not include medical or pharmacy degrees. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Research and Service	Expenditures on activities eligible for indirect cost allocation, primarily but not exclusively externally generated funding for research, service or instruction. Activities that are eligible for indirect cost allocation, but that are excluded from state funding, are to be included in the data. The data should exclude financial aid and capital funding, donations from foundations, and practice income.
Six-Year Graduation Rate	First-time, full-time, fall freshmen and summer first-time freshmen who continued in the fall, attempting 12 credit hours at the census date, who were awarded a bachelor's or associate's degree as of the spring semester of their sixth year. Currently THEC has the ability to track students who transferred from their host institution and graduated from another public Tennessee institution or some private Tennessee institutions. Beginning with the 2011-12 academic year, THEC will utilize data from the National Student Clearinghouse to track students who transferred to out-of-state institutions as well.

# Tennessee Funding Formula (Cont.)

Community College Only	
Dual Enrollment	The number of students who are enrolled in a dual enrollment program at any point during an academic year. Students taking multiple dual enrollment courses in an academic year are only counted as one outcome. End-of-term headcount is used beginning with fall 2010. Census date headcount was used prior to fall 2010. This outcome includes, but is not limited to, the metric used by the TELS Dual Enrollment grant.
Associate's	The total associate's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
1 to 2 Year Certificates	The total number of certificates requiring 24 or more credit hours granted during an academic year. Students earning multiple certificates in an academic year will have each earned certificate count as a separate outcome.
Less Than 1 Year Certificates	The total number of certificates requiring less than 24 credit hours granted during an academic year. Students earning multiple certificates in an academic year will have each earned certificate count as a separate outcome.
Job Placements	The number of placeable graduates from the spring, summer, and fall terms within a calendar year who obtain employment in a related field through June 30 of the following year. This is the same definition that has been used, and is currently used, for Performance Funding: Quality Assurance.
Remedial & Developmental Success	The number of full-time and part-time students who were enrolled in any remedial or developmental course or instruction who then successfully completed college level courses in a subsequent semester within three years of their initial enrollment. Census date information is used instead of end-of-term data because THEC's inability to collect course level data makes it impossible to know if a student completed a R&D course they were enrolled in at the census date. For example, if a student is enrolled for 15 credit hours at the census date and finishes the semester with 12 credit hours, THEC is unable to determine which class the student dropped.
Workforce Training	The total number of contact hours from an academic year. Contact hours are defined as a minimum of 50 minutes of learning activity for courses or activities that provide individuals with soft skills or technical skill-sets for the workplace but carry no institutional credit applicable toward a degree, diploma, or certificate.
Sub-populations	
Adults	Students 25 years or older at the time the outcome is achieved. Used only for progression and undergraduate degrees and certificates.
Low-Income	Pell eligible students at any time during their college career. Used only for progression and undergraduate degrees and certificates.

# Indiana “Reaching Higher”

## Completion

1. Degree completion: Percentage change in total degrees awarded. For two year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's, and doctorate degrees.
2. Remediation success: Percentage of entering undergraduate students who complete first-year, college-level English and math courses.
3. Student persistence: Percentage of entering two-year college students who complete 15, 30, and 45 credit hours and entering four-year students who complete 30 and 60 credit hours.

# Indiana (Cont.)

## Productivity

1. On-time completion: Percentage of on-time degrees earned by resident, undergraduate, first-time full-time students. Includes associate degrees within two years and bachelor's degrees within four years.
2. Cost per degree: Total expenditures per degree conferred, as defined by the Delta Cost Project.
3. Student debt: Average college debt load of undergraduate students.

# Indiana (Cont.)

## Quality

1. Learning outcomes: Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measures of student learning.
2. Transfer: Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor's degree within four years.
3. Return on investment: Comparable, institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.

# Missouri

## Recommended Performance Measures

In the development of their respective sets of performance indicators, each sector sought measures with certain key characteristics. These characteristics include:

- Reliance on existing and externally validated data
- Alignment with established statewide goals
- Straight-forward in nature and easily understood

# Missouri (continued)

## **Public 2-year Institutions**

The Missouri Community College Association has recommended the adoption of the following performance indicators for all community colleges:

### **Student Success and Progress**

1. Three-year completion rate for first-time, full-time entering students. This measure includes students who successfully complete a certificate or degree of at least one year or longer, or successfully transfer to a 4-year institution
2. Percentage of developmental students who successfully complete their last developmental English course, who then successfully complete their first college-level English course
3. Percentage of developmental students who successfully complete their last developmental Math course, who then successfully complete their first college-level Math course

### **Increased Degree Attainment and Quality of Student Learning**

4. Percentage of career/technical graduates who pass their required licensure/certification examination

### **Financial Responsibility and Efficiency**

5. Public 2-year institutions are addressing the financial responsibility and efficiency component of the model with institution-specific measures



# Missouri (continued)

## **Public 4-year Institutions**

The Council on Public Higher Education has recommended the adoption of the following performance indicators:

### **Student Success and Progress** (Institutions will choose one)

- a) Freshman to sophomore retention, or
- b) First-time, full-time freshmen successfully completing 24 hours in their first academic year

### **Increased Degree Attainment** (Institutions will choose one)

- a) Total degrees awarded, or
- b) Six-year cohort graduation rates

### **Quality of student Learning** (institutions will choose one)

- a) Improvements in assessments of general education, or
- b) Improvements in assessments in the major field, or
- c) Improvements on professional/occupational licensure tests

### **Financial Responsibility and Efficiency** (Institutions will choose one)

- a) Percent of total education and general expenditures expended on the core mission (instruction, research, and public service), or
- b) Increase in educational revenue (state appropriations plus net tuition revenue) per full-time equivalent student at or below the increase in the consumer price index.

# Oregon Community Colleges

## Community College Achievement Compact for 2012-13, Outcome Measures

Are students completing their courses of study and earning certificates and degrees?

Number of students completing

- Adult HS diplomas/GEDs
- Certificates/Oregon Transfer Modules
- Associate degrees
- Transfers to four-year institutions
- Programs of study (under development)

Are students making progress at the college?

Number (and/or percent where indicated) of students

- Enrolled in Developmental Ed Writing who complete (%)
- Enrolled in Developmental Ed Math who complete (%)
- Who earn 15/30 college credits in the year (#)
- Who pass a national licensure exam (#/%)

# Oregon Community Colleges

## Community College Achievement Compact for 2012-13, Outcome Measures (continued)

Are students making connections to and from the college?

Number of who

- Are dual enrolled in Oregon high schools
- Are dual enrolled in OUS
- Who transfer to OUS
- Employment (under development)

Local Priorities (optional for each district)

Number and/or percent of students who

- (per district)

What is the level of public investment in the district?

- State funds
- Local property tax revenue
- Total state and local operating funds

*Each of the above disaggregated for minorities*

# Oregon Four-Year

## OUS Achievement Compact for 2012-13, Outcome Measures

### Completion

- Number of bachelor's degrees awarded to Oregonians
- Number of bachelor's degrees awarded to underrepresented minority Oregonians
- Number of bachelor's degrees awarded to rural Oregonians
- Number of advanced degrees awarded to Oregonians

### Quality

- Percent of graduates unemployed in Oregon compared with the percent of workforce unemployed in Oregon
- Employer satisfaction
- Alumni satisfaction

### Connections

- Degrees awarded in targeted workforce areas and meet state needs
- Number and percent of newly admitted freshmen entering with high school dual credit and other early college credit
- Number of bachelor's degrees awarded to transfer students from community colleges (contributions to Community College attainment goals)

# Virginia “Grow by Degrees”

## The 2025 Vision: 7 Priorities for Virginia’s Future

1. Award 100,000 more high quality degrees over the next 15 years.
2. Science and technology. Target new degrees to high-income, high-demand job sectors (STEM and Health)
3. Cost-saving innovation. New technologies for distance learning and on-line study, more early opportunities in high schools, and more transfer options through the community college system.
4. Employable work skills. More job skill retraining and industry-specific courses for workers of all ages, collaborations between job-creating businesses and community colleges.

# Virginia (Cont.)

## The 2025 Vision: 7 Priorities for Virginia's Future

5. Research partnerships. Increase public-private collaboration on university-based research.
6. Regional Development. Enhancing economic development and workforce initiatives in each region.
7. Affordable access. Make college affordable for low- and middle-income students and families .



### Goal 4

### Enhance Economic Growth

- Research and Development.  
Academic expenditures.
- Cooperative Work Study Grants.  
Employment after graduation

# Illinois “The Illinois Public Agenda for College and Career Success”





## THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS

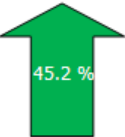
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Illinois*

### A Blueprint for the Future of Illinois

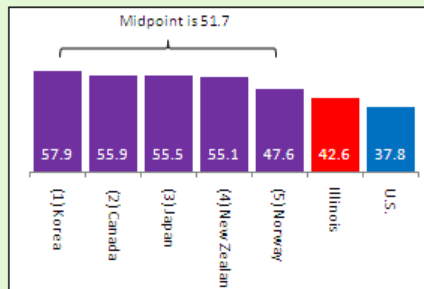
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#### Goal 1: Increase Educational Attainment

##### Educational Level of Adult Population - Age 25-34 with an associate's degree or higher.

Performance Measures	Public Agenda Baseline	Year 2	2018 Year 10	Benchmarks
<b>Education Level of Adult Population.</b> Proportion of adults age 25-34 with associate's degree or higher.	40.8%	 45.2 %	51.7%*	<ul style="list-style-type: none"> <li>• Best-performing world countries;</li> <li>• Five best-performing U.S. states; and</li> <li>• Selected competitor/ neighboring U.S. states</li> </ul>

\* The number provided for the goal in 2018 is the midpoint between the best-performing and the fifth best-performing world country for this performance measure and may change in the future as performance changes.

Points of Interest	Illinois in Comparison to World Countries																
<ul style="list-style-type: none"> <li>• The U.S. has experienced very slow growth in its attainment rate. But other countries have been increasing their degree attainment rate at much faster rates and these greater rates have carried some of them past the United States in this decade. (Postsecondary Education Opportunity, 2010)</li> <li>• Illinois ranks slightly above the United States but is below world countries in the percent of adults 25-34 with an associate's degree or higher. (Figure 1.1)</li> <li>• Illinois is not among the top five best-performing states, yet; but Illinois has <b>improved</b> in national ranking from 18th to 11th and increased the percentage from 40.8 percent to 45.2 percent. (Figure 1.2)</li> </ul>	 <p>Midpoint is 51.7</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>(1) Korea</td> <td>57.9</td> </tr> <tr> <td>(2) Canada</td> <td>55.9</td> </tr> <tr> <td>(3) Japan</td> <td>55.5</td> </tr> <tr> <td>(4) New Zealand</td> <td>55.1</td> </tr> <tr> <td>(5) Norway</td> <td>47.6</td> </tr> <tr> <td>Illinois</td> <td>42.6</td> </tr> <tr> <td>U.S.</td> <td>37.8</td> </tr> </tbody> </table> <p>Source: OECD Education at a Glance, 2010 (2008 data.)</p>	Country	Percent	(1) Korea	57.9	(2) Canada	55.9	(3) Japan	55.5	(4) New Zealand	55.1	(5) Norway	47.6	Illinois	42.6	U.S.	37.8
Country	Percent																
(1) Korea	57.9																
(2) Canada	55.9																
(3) Japan	55.5																
(4) New Zealand	55.1																
(5) Norway	47.6																
Illinois	42.6																
U.S.	37.8																
Goal in 2018																	
<ul style="list-style-type: none"> <li>• The midpoint between the best-performing and the fifth best-performing is 51.7 percent.</li> </ul>	<p>Figure 1.1. Percent of adults 25-34 with associate's degree or higher in the five best-performing OECD Countries, Illinois, and United States.</p>																

# Metrics Should

1. Align to overall state goals
2. Be relatively few in number
3. Be measurable with available data
4. Be sensitive largely to institutional practice – not external forces
5. Not be in conflict with one another – e.g. doing good on one should not negatively influence another

# Recommended Template

Goals	State Metrics	System/Institutional Metrics	Regional Metrics
Increase College Attainment			
Improve Student Success			
Diversify Enrollments and Reduce Attainment Gaps			
Restore Balance in Postsecondary Revenues and Maintain Productivity			

## Example Metrics

Overall Goal – 67 Percent of Adults with College Credentials

Goals	State Metrics	System/Institutional Metrics
Increase College Attainment	Percent of Adults with College Degrees	Credentials/Degrees Awarded by Level
	Credentials/Degrees Awarded by Level	STEM Credentials/Degrees Awarded
	STEM Credentials/Degrees Awarded	
Improve Student Success	First-Year Retention Rates by Sector	First-Year Retention Rates
	Percent of Student Requiring Developmental Education	Success in Developmental Education
	Success in Developmental Education	Enrollment Intensity (e.g. 30 Credit Hours in First Year)
	Enrollment Intensity (e.g. 30 Credit Hours in First Year)	Transfers from Two- to Four-Year Institutions
	Transfers from Two- to Four-Year Institutions	Graduation Rates
	Graduation Rates by Sector	Time and Credits to Degree
	Time and Credits to Degree by Sector	
Diversify Enrollments and Reduce Attainment Gaps	Percent of Minorities with College Degrees	Enrollment of Minority Students
	Enrollment of Minority Students	First-Year Retention Rates of Minority Students
	Credentials/Degrees Awarded to Minorities	Success in Developmental Education of Minority Students
	Credentials/Degrees Awarded to Low-Income Students	Graduation Rates of Minority Students
Restore Balance in Postsecondary Revenues and Maintain Productivity	State Appropriations to Higher Education by Sector	State Appropriations
	Tuition and Fee Revenues by Sector	Tuition and Fee Revenues
	Net Tuition and Fees as a Percent of Median Family Income by Sector	Net Tuition and Fees as a Percent of Median Family Income
	Credentials and Degrees Awarded per \$100,000 of State and Tuition and Fee Revenues	Credentials and Degrees Awarded per \$100,000 of State and Tuition and Fee Revenues